



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #:** 1 **Facet:** Application

Grade Level: Grade 9 **Numbers of Days:** 1-2 Days

Topic: Fictional Writing

PART I:

Objectives

A well-organized and driven plot is vital to the effectiveness of a story.

Sequences and Timelines - How to design and carry out a timeline to develop a plot and events.

Students will be able to decide the events that will make up the plot

Product:

eBook Short Story

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Content Area: English

Grade Level: Grade 9-10

Domain: Writing Standard

Cluster: Text Types and Purposes

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Pre-Assessment: (Lesson 1 only)

Have a group discussion about techniques that make up a good story to know what to go over before starting

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

An Exit Ticket will be used to check for the student's understanding. The Exit Ticket will consist of a list of at least 5 topics that they are considering using as main points in their short story

Section II – timely feedback for products (self, peer, teacher)

Students will have a checklist for themselves to keep track of the information they provided on the exit ticket.

Teacher will assess the validity of the ideas provided by each student, and will conference with each student individually about their ideas

Summative (Assessment of Learning):

Storyboard (75 pts.) Students will use a template to create a storyboard to organize the plot, characters, and events. The storyboard will help the students to organize their plot and sequence of events for the short story. In the storyboard the main characters will also be identified. It is important that students identify these main characters and the role of these characters in the events throughout the story. Students

will be graded on the development of the key events and ideas, introduction of characters, and effort in developing their understanding. This storyboard will be used throughout the entire writing process because it will be the key piece that will help students to identify and organize their plot and event sequences.

Integration

Technology:

Students will use an online storyboard-making tool of their choice. This will help to save and organize their ideas for both the teacher and the student.

Content Areas:

Art: Students will be able to create a personalized storyboard. They will be able to add images, color, different fonts etc. to help enhance their understanding of their plot and events sequence.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a Story Map 1 to organize and materialize their ideas for the plot. Once this is complete, students will participate in a Gallery Walk to look at the ideas of their peers. Students will be working individually on this assignment.

Section II – Groups and Roles for Product

Students will be provided with feedback from the teacher. They will also be in table groups where they will also have the opportunity to discuss their ideas with their surrounding peers.

Differentiated Instruction

MI Strategies

Verbal: Students will be able to write in their storyboard to expand on their ideas.

Logic: Students will be able to demonstrate their logic when they are asked to set up the storyboard and organize the order of events for their story.

Visual: The story board will include images to help enhance the effectiveness of the portrayal of events for the story.

Musical: Students can also include any songs or lyrics that they think are essential to the event, and will have to explain the relevance to the event.

Kinesthetic: In the initial planning stage, students will be able to cut out their events and move them around until they are happy with the order they have decided on.

Intrapersonal: Students will have to opportunity to work on these story boards on their own in the classroom.

Interpersonal: Students will be provided with feedback from the teacher, and will also have the opportunity to discuss their ideas with their surrounding peers.

Naturalist: Students may have the opportunity to research places to use for their setting. They will be able to describe what it looks like, how it feels, and how the setting will influence the order of events in the story.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students: All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new

due date.

Extensions

Type II technology: Students will use a digital storyboard creator to create their storyboard. This will allow students to save and edit their work as their ideas and events sequences may change throughout the process.

Gifted Students: Gifted students will be able to expand on their individual creativity throughout the storyboard process. They will be help to a high standard of writing and development of both characters and plot. They will challenge themselves individually based on their plot and events sequences.

Materials, Resources and Technology

Laptops

Graphic Organizer (Story Map 1)

Scrap Paper

Writing Utensils

Projector

Source for Lesson Plan and Research

[Movie Hook](#) - This video will be used as an introduction to the storyboard process. A mini lesson will then be taught regarding the importance of the characters and plot development.

[StoryboardThat](#) - This site will be introduced to students so they have the tools required to successfully create their storyboard.

[StoryMap1](#) - This is the template to be used for the graphic organizer for the activity in class.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)

Classroom will be arranged into table groups of 4 students. This is to ensure that students do not get distracted by too many peers, but also to ensure that the students are given an opportunity to collaborate with their surrounding group members.

Agenda:

Day 1 - 70 minutes

- Class Introduction (3-5 min)
 - Student Introductions
 - Hand out Syllabus
 - Questions
- Introduce Lesson 1 Story Map 1 (12-15 min)
 - Hook (4 min)
 - Describe Assignment (2 min)
 - Questions (2 min)
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- Transition (2 min)
- Work on Storyboard (35 min)
- Questions (2 min)

- Exit Ticket (3-4 min)

Day 2 - 70 minutes

- Class Introduction
 - Agenda (1-2 min)
 - Q&A (4-6 min)
- Class discussion (5 min) Work on Storyboard (20 min)
 - Students will share their ideas and progress with their surrounding peers
- Gallery Walk (3-5 min)
- Work on Storyboard (27 min)
- Wrap up (5 min)

Assignment: links of the completed storyboard must be emailed to the teacher by the next class.

Students will understand how plot will give the students the tools to understand real life situations, and will help to create solutions to problems. Students will be able to "write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will be hooked by a collection of movie trailers of their interest. They will then be led in a discussion to discover what makes a successful movie trailer, and how the plot is vital to the importance of a story.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know how to design and carry out a timeline to develop a plot and events sequence. Students will use prior knowledge of literature in order to develop a unique and original plot and events sequence. Throughout the class, the teacher will move through the room to answer questions and check that students are staying on task. Students will work individually to create their storyboard, but they will also be able to have conversations with their surrounding peers about their work and the process of creating a storyboard. Students will use a Story Map 1 to organize and materialize their ideas for the plot. Once this is complete, students will participate in a Gallery Walk to look at the ideas of their peers. Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will have a checklist for themselves to keep track of the information they provided on the exit ticket (Rethink&Revise)

[How To - Short Story](#)
[StoryboardThat](#)

Students will explore their ability to organize a plot and develop strong and effective characters. They will use their prior knowledge to develop these pieces into effective portions of the storyboard and final product. Because this is an individual project, each student will be in charge of completing their own storyboard. Because of the classroom formation, the students will be allowed to have conversations with their table groups about the process they are going through in developing their storyboard.

Students will use a Story Map 1 to organize and materialize their ideas for the plot. Once this is complete, students will participate in a Gallery Walk to look at the ideas of their peers. These skills and information will allow each student to create an individual storyboard for their short story. An Exit Ticket will be used to check for the student's understanding. The Exit Ticket will consist of a list of at least 5 topics that they are considering using as main points in their short story. Teacher will assess the validity of the ideas

provided by each student, and will conference with each student individually about their ideas.

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the two day process. Doing this storyboard online using a template will allow students to constantly change and reevaluate their own storyboard. Students will also be provided with timely feedback by their peers during their gallery walk during the second class day, and during their work at their table groups. The completion of this assignment is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their storyboard during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.

Evaluate, Tailors: Intrapersonal, Interpersonal.

Content Notes

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

Rubric - A rubric will be given to show students what they will be expected to accomplish and get out of the first lesson.

Story Map 1 - Will be used to help students organize their story board and organize the characters and events sequences.

Exit Ticket - A survey will be given to check for student's understanding at the conclusion of the first class.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the storyboard to organize and analyze the development of the plot and character development.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the storyboard at their own pace.

Beach Ball: Because this assignment is an individual assignment, and is asking for their own interpretation in creating a story, students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Pre-Assessment: (Lesson 1 only)

Have a group discussion about techniques that make up a good story to know what to go over before starting

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

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Summative (Assessment of Learning):

Storyboard (75 pts.) Students will use a template to create a storyboard to organize the plot, characters, and events. The storyboard will help the students to organize their plot and sequence of events for the short story. In the storyboard the main characters will also be identified. It is important that students identify these main characters and the role of these characters in the events throughout the story. Students will be graded on the development of the key events and ideas, introduction of characters, and effort in developing their understanding. This storyboard will be used throughout the entire writing process because it will be the key piece that will help students to identify and organize their plot and event sequences.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Students will know:

- Important Events and People

How to effectively portray and develop multiple characters

- Sequences and Timelines

How to design and carry out a timeline to develop a plot and events

- Vocabulary

How language influences the flow and the view of the audience

Students will be able to:

Apply - Decide the events and time that will make up the plot.

Content Knowledge:

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

MLR or CCSS:

Standard 3:

"Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Facet:

Students will understand that a well-organized and driven plot is vital to the effectiveness of a story

Rationale:

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will be able to write in their storyboard to expand on their ideas.

Logic: Students will be able to demonstrate their logic when they are asked to set up the storyboard and organize the order of events for their story.

Visual: The story board will include images to help enhance the effectiveness of the portrayal of events for the story.

Musical: Students can also include any songs or lyrics that they think are essential to the event, and will have to explain the relevance to the event.

Kinesthetic: In the initial planning stage, students will be able to cut out their events and move them around until they are happy with the order they have decided on.

Intrapersonal: Students will have to opportunity to work on these story boards on their own in the classroom.

Interpersonal: Students will be provided with feedback from the teacher, and will also have the opportunity to discuss their ideas with their surrounding peers.

Naturalist: Students may have the opportunity to research places to use for their setting. They will be able to describe what it looks like, how it feels, and how the setting will influence the order of events in the story.

Type II Technology: StoryBoard That - Online Storyboard maker and template

Rationale: By using the Type II technology, students will demonstrate their abilities in creating and organizing a plot sequence and successful characters. The MI's will ensure that all students are taken into account, and that all intelligences are included.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will demonstrate their creativity based on their ability to develop and create their own events sequence and unique characters. Students will be engaged because the short story will be of their creation. Students will interact with their table members and will be able to collaborate based on their ability to have conversations and assess their own work.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: All multiple intelligences will be taken into account during this assignment. Students will be able to customize and assess their own work during the creation process. Students will also use technology to enrich their experience in designing a storyboard. Because the students will be using a Type II technology to create their storyboard, they will be constantly able to change and recreate their work throughout the process. Because this is an individual assignment, students will be able to use their multiple intelligences to develop a short story.